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ABSTRACT

Compiled in this document are forms, charts, letters, and instructions used in "Turnstile," a management system for individually designed classroom curriculum extension, small group training, and/or independent study programs offered to approximately 400 gifted and talented students in 32 rural Shasta County, California, schools. Materials used in the gifted/talented student identification process include a flow chart, report of the indentification and placement committee action, and parental notification and participation request letter. A student monitoring form that aids in setting individual student goals and tracking student's progress is provided. Completed sample monthly seminar and workshop schedules, individual student calendars, project contracts, activity sign-up sheets, time/credit cards, and tracking sheets are also included and explained. (NEC)

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The Turnstile

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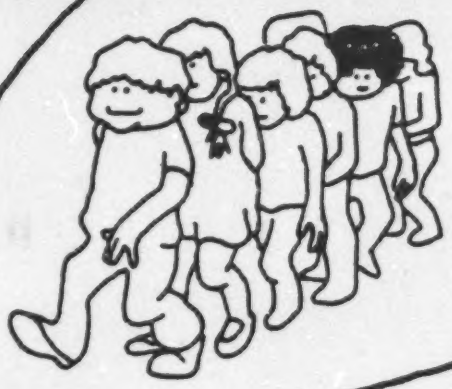

A MANAGEMENT SYSTEM FOR
INDIVIDUALIZING INSTRUCTION IN
PROGRAMS FOR
GIFTED AND TALENTED

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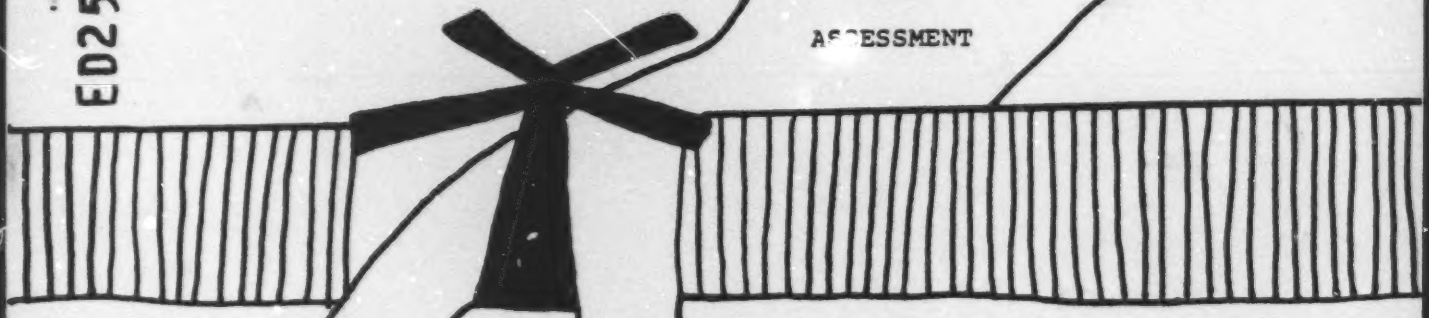

EXPLORATORY
SEMINARS

SKILL DEVELOPMENT
WORKSHOPS

MENTORSHIPS

CLASSROOM CURRICULUM
EXTENSION

INDEPENDENT STUDY

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RC014988

BY: LINDA LOFTUS
Teacher - Coordinator

Shasta County Superintendent of
Schools Office
1644 Magnolia Avenue
Redding, CA 96001
M. Humphrey, Director

INTRODUCTION

The Turnstile evolved as a management system for the programs for Gifted and Talented offered by the Shasta County Superintendent of Schools Office. We are a rural area and are presently contracting with thirteen school districts (32 school sites) under an umbrella application from the California State Department of Education to serve approximately 400 gifted and talented students.

Our program is described in the handbook authored by Margaret Humphrey, Director of programs for Gifted and Talented, entitled, "A Model Project for Gifted and Talented Education in Rural Schools", which is available from our office.

We focus on the student as an individual. The student's needs are assessed by a committee and all activities revolve around that assessment. The program is modeled on Joseph Renzulli's Enrichment Triad. A team approach is emphasized, where many people are involved in all steps of guiding gifted and talented students. An individualized program is offered in three different learning situations: (1) classroom curriculum extension, (2) small group training, and (3) independent study.

The Turnstile management system has helped to eliminate many of the criticisms of our earlier pull-out program, while allowing us to retain the positive elements.

Some of the advantages of the Turnstile are:

1. Increased communication between Gifted and Talented specialists and classroom teachers.
2. A stated consensus of both teachers and students as to when and if a student is pulled out of the regular classroom.
3. The students are pulled out to a Seminar and Workshop only when they would benefit from the activity (they are not pulled out because it is 2:00 p.m. on Tuesday, the day when the G/T specialist is there.)
4. Students have a greater choice in selection of activities.
5. Students are not punished for being gifted by having to do all their regular classroom assignments and also do extra assignments for the G/T specialist.
6. Students who are not officially identified as G/T are allowed to participate in the program on a limited basis.

Since we have established the Turnstile in our schools, we seem to have happier teachers, G/T personnel and students.

OVERVIEW OF RESPONSIBILITY AND SEQUENCE OF ACTIVITIES FOR THE TURNSTILE

		G/T SPECIALIST DOES THIS	CLASSROOM TEACHER DOES THIS	STUDENT DOES THIS	PARENT DOES THIS
I.	IDENTIFICATION	Assumes responsibility for: (1) flow chart (2) letters to parents.	Nominate possible students.	Nominate possible students.	Nominate possible students.
II.	COMMITTEE ASSESSMENT	Set up committees. Head committee.	Participates in committee assessment.	Participates in committee assessment.	Participates in committee assessment.
III.	SEMINAR AND WORKSHOP	(1) Design & schedule workshops/seminars for students. (2) Send to each school the list with dates, times and location of same.	(1) Gives input to G/T specialist for seminar/workshops. (2) Decides if classroom curriculum extension should take place.	(1) Gives input for seminar/workshop.	(1) Gives input for seminar/workshop.
IV.	CURRICULUM	(1) Guides students to choose appropriate curriculum, making sure of 100 credits. (2) Schedule seminar/workshops. (3) Send copy of schedule and calendar to parents and classroom teacher.		(1) Student chooses appropriate curriculum. (2) Fills out a tentative calendar.	
V.	COMMITTEE CONSENSUS	(1) Reschedule any conflicts	(1) Approves or disapproves of tentative calendar.		Same as teacher.
VI.	SIGN-UP SHEETS	(1) Fills out sign-up sheets and places them in teachers' rooms at schools.	(1) Adds additional students to seminar/workshop list.		
VII.	ACTIVITIES	Directs student activities	(1) allows students to come to class. (2) Decides what parts of regular curriculum can be deleted or substituted for G/T seminar.	(1) Participates in activities.	(1) Assists students in independent study (takes to library, field trips, etc.)
VIII.	ACCOUNTABILITY	Provides orange time cards to mark with credits.		Helps G/T specialist keep orange time card up to date.	
IX.	EVALUATION	Evaluates student progress by filling out tracking sheets.			
X.	END OF MONTH	Evaluates students' growth. Start over with Step III.			

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I Identification

Once a student is nominated for possible inclusion in the Gifted/Talented program, it is the responsibility of the site G/T teacher to follow each step of the I.D. Flow Chart until either the student qualifies for the program or does not qualify for the program. The Identification Flow Chart not only helps guide us through the complex identification process, but also assists in gathering information that aids in the assessment of the student.

If the student qualifies for the program, a "Report of Identification and Placement Committee" is started for the student. The area of giftedness or talent in which the student meets the criteria for qualification is marked, along with the score, on the qualifying instrument. The principal and site teacher of G/T sign the Report.

The Report and Flow Chart will accompany the student to high school, where they can decide if they have a program for him/her.
At this time the report, Flow Chart, and all pertinent data (MIP Scale, Slosson Score, etc.) are sent to the County Schools Office G/T Secretary, who does all the necessary paper work to place the student in the program.
We have enclosed a copy of the letter we send to parents to ask for permission to include the student in the G/T program.
If the student does not qualify for the program, the Flow Chart and all pertinent data is sent to the County Schools Office, so that if in the future the child is nominated again, we do not have to start from scratch.
As each step on the Flow Chart is completed, it is over-marked with a yellow felt pen to help visualize which method of identification was used. Dates are placed in parenthesis in the boxes.

NOTE: After using the Slosson Intelligence Test as a prescreening device for two years, we found that of the 58 students who score 140 or above on the Slosson, 56 of them scored an IQ of 132 or above on a full-scale WISC-R or Stanford-Binet. (The two exceptions scored a 129 and 127 on the WISC-R). We, therefore, have arbitrarily said a score of 140 on the Slosson qualifies a student for the program.

G.A.T.E. IDENTIFICATION

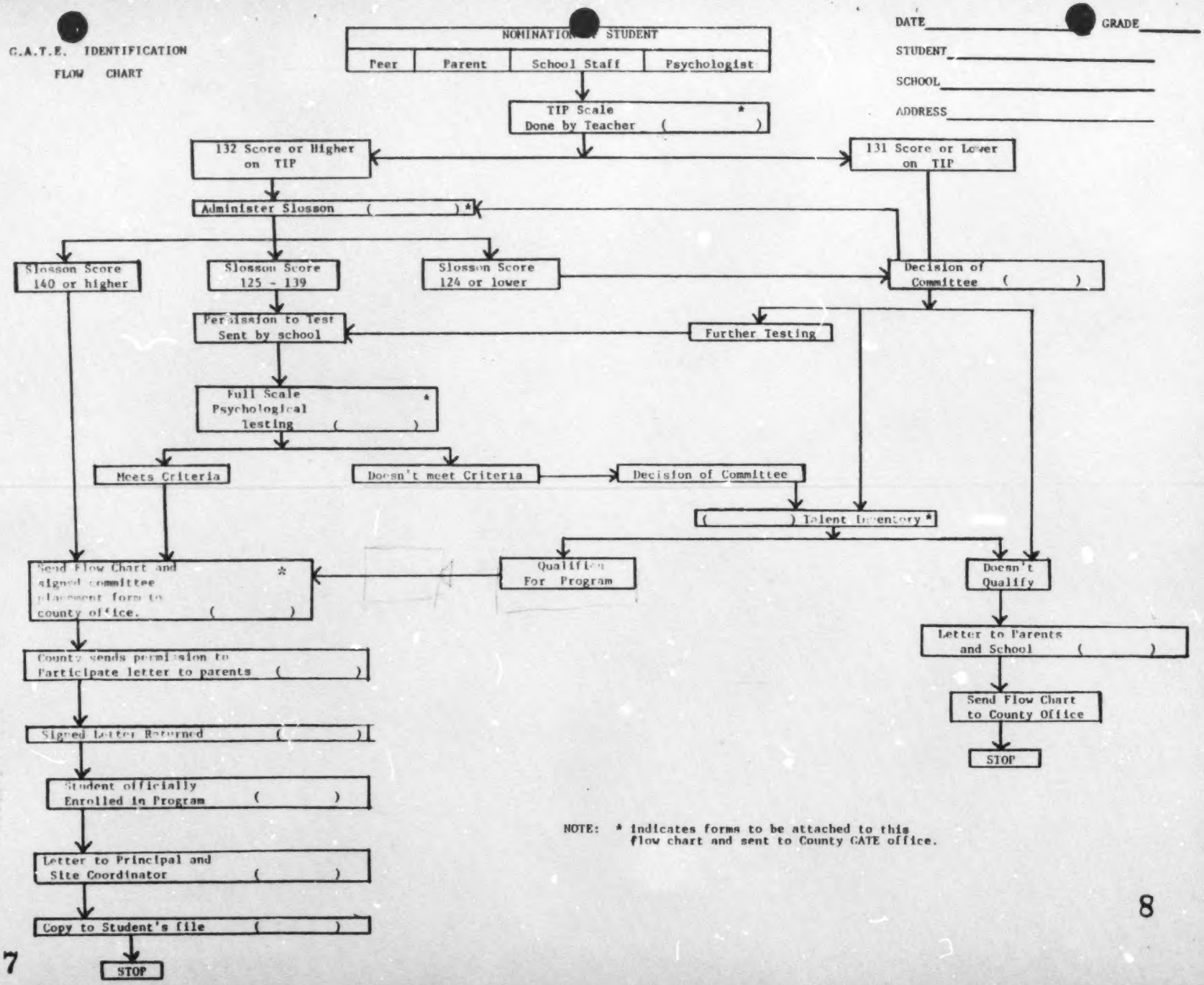
FLOW CHART

DATE _____ GRADE _____

STUDENT _____

SCHOOL _____

ADDRESS _____


NOMINATION OF STUDENT
Peer
Parent
School Staff
Psychologist
TIP Scale * Done by Teacher ( )
132 Score or Higher on TIP
131 Score or Lower on TIP
Administer Slosson ( ) *
Slosson Score 140 or higher
Slosson Score 125 - 139
Slosson Score 124 or lower
Decision of Committee ( )
Permission to Test Sent by school
Further Testing
Full Scale Psychological Testing * ( )
Meets Criteria
Doesn't meet Criteria
Decision of Committee
( ) Talent Inventory *
Send Flow Chart and signed committee placement form to county office. * ( )
Qualifies For Program
Doesn't Qualify
County sends permission to Participate letter to parents ( )
Letter to Parents and School ( )
Signed Letter Returned ( )
Send Flow Chart to County Office
STOP
Student officially Enrolled in Program ( )
Letter to Principal and Site Coordinator ( )
Copy to Student's file ( )
STOP

NOTE: * indicates forms to be attached to this flow chart and sent to County GATE office.

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SHASTA COUNTY SUPERINTENDENT OF SCHOOLS
DEAN M. DENNETT, SUPERINTENDENT
1644 Magnolia Avenue
Redding, California 96001

REPORT OF IDENTIFICATION AND PLACEMENT COMMITTEE ACTION

GIFTED AND TALENTED PROGRAM

Date:_____ Grade:_____

Name: _____ Birthdate: _____

School: _____ Classroom Teacher:_____

STUDENT MEETS CRITERIA IN:

____1. High Intellectual Potential
(check at least one)

____Slosson Intelligence Test Score _____

____WISC-R ____

____Stanford Binet _____

____Other _____

_____

____2. Creative Ability

____Talent Inventory Score _____

____3. Specific Academic Ability

____Talent Inventory Score _____ Academic Area _____

____4. High Achievement

____Talent Inventory Score _____

____5. Leadership Ability

____Talent Inventory Score _____

____6. Visual and Performing Arts

____Talent Inventory Score ____

After a thorough study of the pertinent evidence as to pupil's general intellectual and scholastic capacity, together with all other pertinent data available, the Committee findings are that the above named child should be placed in a program for the Gifted and Talented.

_____
Gifted and Talented Director

_____
School Administrator

_____
Site Program Coordinator/Teacher

9

Shasta County
Superintendent of Schools Office

Dean M. Dennett, Superintendent

1644 Magnolia Ave. • Redding, California 96001 (916) 244-4600

_____ has been recommended by educators in your school for participation in a special program for extraordinarily gifted and talented students. Special programs for gifted and talented students are sponsored by the Shasta County Schools Office and your district. Some questions you may have about this are answered below:

1. Why do we have such a program?

   Regular school programs must necessarily be geared to the average of the whole society. As a result, students with outstanding special or unusual abilities or talents of any kind have limited opportunity to develop these qualities fully. The development of these qualities requires special curriculum and methods which are provided by this program, along with your help and the help of your school district.

2. How is the student selected?

   As a result of established search and prescreening procedures, the student is identified as having extraordinary abilities in one or more of the following areas of gifted and talented, as indicated by the check mark:

Area of Gifted/Talented	Definition	Program Emphasis	Comments
☐ High Intellectual Potential	Student demonstrates high potential for extraordinary mental ability	Develops high rate of data assimilation, problem solving, divergent and convergent thinking, critical thinking skills.	Student may or may not perform at, or above, grade level in the basic classroom curriculum.
☐ High Academic Achievement	The student shows extraordinarily high performance in several areas of the basic curriculum.	Develops highly structured work habits, prioritization skills, self discipline.	Student demonstrates high performance in advance placement, high achievement test scores, exceptional work in basic class curriculum and may have a normal measured IQ.
☐ Specific Academic Achievement	Student shows extraordinarily high performance in only one area of the regular class curriculum.	Develops highly structured work habits, self discipline. Areas of strength are given support by analysing weakness and relating them to improvement of the strength.	The student may show an extreme weakness in some subject areas as well as extremely high performance in one.
☐ Creative Productivity	The student shows extraordinary ability to engage in resourceful, productive, sometimes nontraditional behavior and thinking.	Multiple approach to problem solving. Integration of information to create a unique product, development of intuition, unique solutions, risk taking.	Often may not perform classroom tasks to an exceptional degree because of unique personality characteristics.
☐ Leadership Ability	The student shows extraordinary ability to organize, influence control behaviors and emotions of others.	Develop skill in influence, decision making, empathy, flexibility, verbalization organization, perspective.	Student may or may not exert leadership in a positive and productive way prior to program influence.
☐ Visual/ Performing Arts	The student shows extraordinary ability to communicate through performance of a particular visual or performing art form.	Develop skills in creation of unique statement, mastery of skills appropriate to selected arts medium, manipulation of audience response.	The student originates, performs, produces, and responds through use of artistic medium.

3. How will participation occur?

Each student's program for the year is planned individually by an assessment team consisting of the student, the parents, the classroom teacher and the specialist in education for the gifted and talented.

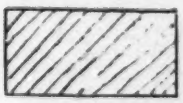
Activities will be provided according to the student's strengths and weaknesses as assessed by the team. The GATE Program provides three basic options to meet these needs:

a. Extension of the class curriculum
b. Group training experiences in specialized skills
c. Independent study

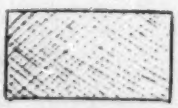
Within each option, some activities will include exploration, some specialized training in skills relating to gifted/talented, and some independent projects chosen according to the specific interests of the student.

4. How do participation options relate to the special area in which the student is identified?

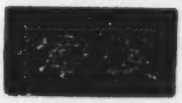
The amount of specialized service varies as to the designated area of giftedness or talent for each student. In meeting the various educational needs of these students, different environments and curricula are required. The illustrations below symbolize the different environments and curricula in which the needs of the gifted/talented are best met:



Environment & Curricula found in a regular classroom



Environment & Curricula geared to talented student



Environment & Curricula geared to high intellectual potential students

The needs of a high achieving student with an average IQ are usually best met in a regular classroom environment with limited involvement in gifted curricula. (The student is a high achiever because his/her learning styles match those being taught in the regular classroom.)

The needs of talented students are also usually best met in a regular classroom with the addition of some time spent in a talented curricula and environment.

However, in many cases, the regular classroom environment and curricula can meet only a few of the needs of a gifted student. Many of the needs of a gifted student (who may or may not be achieving in the regular classroom) can be met only in gifted environment and curricula.

Based upon the premise established above, the assessment committee decides the amount of service and the type of program most appropriate for each student.

5. How is the most appropriate curriculum for each individual managed?

A management system called "The Turnstile" is described below. The system guides each student to the various offerings of environment and curriculum most appropriate to his needs.

The student and the specialist in gifted/talented education develop an individual program each month. It is monitored by the accumulation of credits (the needs of the child determined by the committee). Ways of earning credit are:

1. Seminar - explanation experiences in a group situation offering new ideas and subject matters.
2. Workshops - Develop skills not emphasized in regular classroom.
3. Classroom curriculum - work done instead of the regular classroom curriculum but parallel to it.
4. Independent - work done outside of regular classroom curriculum.

6. How do we know if it helps:

The student will receive on-going evaluation by the Gifted/Talented Specialist. Tracking of skills and accomplishments on a regular basis provides the necessary data to continue planning for future programming.

If your child participates in the program, you will be contacted in the near future by members of a county-wide organization for parents of Gifted and Talented students. This organization assists parents in learning about the special needs of their children and in learning how to be their advocates.

You are also urged to attend training meetings for parents and teachers of Gifted and Talented students which are sponsored by this office. Please feel free to call me at any time you have further questions or concerns.

If you and your child wish to participate in the program, please sign and return the attached form to this office.

Sincerely yours,

Margaret Humphrey

Margaret Humphrey, Director
Gifted and Talented Education

Attachment

II Committee Assessment

When a new student qualifies for the G/T program, the site G/T teacher sets up a committee meeting to assess the strengths and weaknesses of the student, for the purpose of establishing goals and objectives for the student. The committee consists of the student, his/her parents, the classroom teacher, and the G/T teacher.

At this meeting, the Student Monitoring Form is used to assess the student.

The G/T teacher usually directs the questions to the student, with the parents and teachers approving or disapproving with his evaluation.

Scores from the Talent Inventory (see p.13 Handbook) are also used to help make assessments in the G/T area. Descriptions of each of Areas, Levels, and Skills are found with the Tracking Sheet p. 23 .

Along with assessing the student's strengths and weaknesses in the G/T areas, the committee also decides at this time whether the student will participate in the pull-out seminars and workshops, classroom curriculum extention, independent study or a combination of these options.

After the initial assessment, the committee meets whenever it is deemed necessary by any member of the committee to evaluate and reassess the student's growth.

STUDENT MONITORING FORM

Name _____ Level ____ Age ____ Year ____

Classroom Teacher(s) _____

Resource Teacher(s) _____

School _____

Objective(s)

Monitoring Code

3 = Superior 2 = Average 1 = Needs Help

Initial Strengths and Weaknesses

G/T Areas	Learning Levels	G/T Curriculum Skills
__1. Intellectual Potential	__1. Knowledge	__1. Fluency
__2. Academic Achievement	__2. Comprehension	__2. Flexibility
__3. Creative Productivity	__3. Application	__3. Organization
__4. Psychomotor	__4. Analysis	__4. Critical Thinking
__5. Visual/Performing Arts	__5. Synthesis	__5. Problem Solving
__6. Leadership	__6. Evaluation	__6. Decision Making

Program Option

1. Class Curr. Extension
2. Independent Study
3. Group Training

STUDENT PROJECTS

Product Title	Process: Major Activities (Comment when appropriate)	Time Spent	Indicate Observable Growth Write Code No. and +, −, or NC (no chg.) G/T Area	L Levels	G/T Skills	Selected Option
1. _____	Exploration _____ Research _____ Proj. Development _____ Culmination _____					
2. _____	Exploration _____ Research _____ Proj. Development _____ Culmination _____					
3. _____	Exploration _____ Research _____ Proj. Development _____ Culmination _____					
4. _____	Exploration _____ Research _____ Proj. Development _____ Culmination _____					

Narrative based on Planning Committee Observations:

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III Seminars and Workshops

Seminars and workshops evolved from our old "pull-out" program, because it is still necessary (and practical) to group students together to give them an opportunity to work on skills or offer them exploratory activities. The seminars and workshops also give the G/T students the time to interact with other G/T students, which is something we know they need.

A seminar is basically an exploratory activity where we open doors for students in areas that are usually outside the realm of the average classroom. A workshop is based on a skill that needs to be developed or refined.

The G/T specialist, after receiving input from teachers, students, and parents for finding interest areas, uses the Tracking Sheets and Monitoring Form to decide what types of exploration and what skills are needed to be incorporated into seminars and workshops.

A list and short description of a month's offering is given to all teachers at schools at least a week in advance of the first of the month. G/T teachers who have more than one school might find it helpful to make a master list such as * "December Seminars and Workshops" and then list the seminar and workshops available at that school. This method also allows classroom teachers to see what offerings are available and to request them in the future for their school or classroom.

SAMPLE

GIFTED AND TALENTED
DECEMBER SEMINARS AND WORKSHOPS

School Shasta

☐ Cartooning K- 8

This workshop combines two skills - creativity and drawing. We will explore the various aspects of humor and how it is produced and then go into aspects of cartoon drawing. The students will produce a cartoon strip.

☒ Attributes K - 4

Using flash cards, students participate in activities to learn to identify and work with attributes in classifying objects.

Dec. 3 10:00

☒ Thinking Box 1 - 3 or ~~4 - 8~~

The students work on task cards developed to help emphasize critical thinking. The skills involved are observing, looking for assumption, collecting and organizing data, comparing, classifying, hypothesizing, criticizing, interpreting, imagining, coding, problem solving, and summarizing. The curriculum areas are science, math, social studies, language arts, and music and art.

Dec. 1 9:00 Dec. 8 9:00

☒ The Economy Game 6 - 8

This is a board game that demonstrates how our economy works. The students learn vocabulary terms and how important it is to make the right decision at the right time. The game introduces the comcepts of how to offer goods in accordance with supply and demand, credit opportunities, the stock exchange, etc. The students will also view filmstrips on our economic system.

Dec. 10 9:00 - 11:00

☐ How to Train An Animal 5 - 8

This session will lead the students into using behavior modification training techniques with animals. They will choose a desired behavior (trick) that they wish the pet to acquire and then devise a training schedule, with appropriate rewards and/or punishments. We will need to meet individually with student to help monitor the training of the animal.

IV. Curriculum

We plan curriculum for each child individually, based on his committee assessment. Once the seminar/workshop schedule has been set for a school, the G/T teacher sits down with a small group of students and draws up a tentative individual calendar with each student. Some of the seminar/workshops will be mandatory for some of the students (if the seminar was designed for one of his weak or strong areas) but most of the seminars are on a voluntary basis. After seminar/workshop choices are made, the student and G/T specialist decide on independent study or classroom curriculum extension, which is also plotted on the calendar.

V. Committee Consensus

The students's calendars are used to gain approval for their monthly curriculum design from all members of the committee. The calendars are sent to the classroom teacher for approval. No action is necessary by the classroom teacher if the calendar meets with approval. If the teacher doesn't want a student to participate in an activity, she draws a red line through that particular activity and sends the calendar back to the G/T specialist, who then tries to reschedule or come up with an alternative curriculum.

NAME Jim Smith
SCHOOL Shasta

December

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	2	3 ☒ Attributes 10:00 — 20 credits	4	5
8	9	10 ☒ Economy game 9:00 20 credits	11	12
		VACATION		
		VACATION		

CLASSROOM CURRICULUM EXTENSION

Special Project in Social Studies 'Art of Peru' - 200

INDEPENDENT STUDY

CREDIT TOTAL 60

20

21

15

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INDIVIDUAL GIFTED/TALENTED PROJECT CONTRACT

STUDENT NAME_____ GRADE____ SCHOOL_____ DATE_____

MY TOPIC IS:

I WILL LEARN:

ACTIVITIES I WILL DO: (See calendar for due dates)

I WILL SHARE WHAT I HAVE LEARNED BY:

THIS PROJECT WILL BE SUBSTITUTED FOR THE FOLLOWING:

I WILL BE WORKING ON THIS PROJECT AT THESE TIMES:

I AGREE TO KEEP A DAILY LOG OF MY WORK.

I WILL [ ] I WILL NOT [ ] BE GRADED ON THIS PROJECT.

I REALIZE THAT THIS CONTRACT CAN BE RE-NEGOTIATED AT ANY TIME.

(STUDENT)_____ (TEACHER)_____
(SIGNED) (SIGNED)

(PARENT)_____ (G/T Teacher)_____
(SIGNED) (SIGNED)

_____
(DATE APPROVED)

VI. Sign-up Sheets

Activities Sign-up Sheets are used to let the teachers know which identified students are participating in a particular seminar/workshop, and also allows them to choose additional students who may also participate.

The G/T specialist fills out an Activity Sign-up Sheet for each Seminar/ Workshop offered at the schools, which list the identified G/T students who will be attending the seminars.

The G/T specialist decides on how many additional students can be accommodated in each session.

The Sign-up Sheets are then posted in the teachers' room to give the classroom teachers an opportunity to sign up additional students (who need not be identified G/T) who would also benefit from the activity.

VII. Activities

The G/T specialist directs student activities by teaching the seminar/workshops, bringing in specialists, providing mentors for students, providing teachers with help in classroom curriculum, and guiding students in independent study.

The classroom teachers decide what part of their curriculum can be substituted for the G/T program.

SAMPLE

G.A.T.E. ACTIVITY SIGN-UP SHEET

TO: Teachers – 4th 8th Grades

SUBJECT OF ACTIVITY: "Pentamino"

The students will make their own set of pentaminos that they may take back to class and and then attempt to find the solutions to the puzzle. Among the skills involved will be flexibility and analysis. To solve the problem the student must be persistent. This is very good for students who need to learn to deal with failure. (WARNING: most students will not be able to come up with the solution. Pentaminos are used by NASA as a qualifying instrument for their astronauts.)

DATE: Nov. 3 TIME: 1:00 – 1:45 PLACE: Room 2

THE FOLLOWING G/T STUDENTS SHOULD ATTEND:

Jane Miller
Bill Ross
Joyce Perdue
Cindy Johnson
Jim Glisgow

THERE IS ROOM AVAILABLE FOR 8 ADDITIONAL STUDENTS. IF YOU HAVE A STUDENT IN THE "TALENT POOL" WHO WOULD BENEFIT FROM THIS ACTIVITY, PLEASE SIGN HER/HIS NAME BELOW.

STUDENT	TEACHER	GRADE
Lupe Thomas	Glenbrook	4th
Ann Mitchell	Glenbrook	4th
Tina Baxter	Tyler	8th
David Jones	Tyler	8th
Larry Liddell	Small	6th
Jack Kidd	Parker	7th
Susan Hurst	Parker	7th
Mary Trent	Parker	7th

VIII

Time cards are used to account for the time the G/T students spend in qualitatively different education.

G/T students are required by the California State Gifted and Talented Department to have 200 minutes a week of uniquely different education. In the Turnstile system, minutes are converted into credits with every eight minutes equalling one credit. During a week, students are expected to earn 25 credits, or during an average month, earn 100 credits.

The time of each seminar/workshop is calculated and the number of credits is established for each session. Also calculated is the approximate time needed to complete any task assigned as a follow-up assignment for the seminar/workshop.

The same method is used to grant credits to classroom curriculum extension work and independent study.

Depending on the school, the age of the student, and the responsibility skills of the student, either the G/T specialist or the student himself is responsible for making sure that all seminar/workshops, classroom curriculum extension, and independent study activities are logged on the cards.

SAMPLE

SHASTA COUNTY PROGRAMS FOR GIFTED AND TALENTED

Name Jane Smith

School Bella Vista

Month Dec. Year 80

Jane Smith
Student Signature

Date	Activity	Credits	Date	Activity	Credits
1			6		
2			17		
3	Sem.	15	18		
4			19	Sem	15
5			20		
6			21		
7			22		
8			23		
9			24		
10	Workshop	20	25		
11			26		
12			27		
13			28		
14			29		
15			30		
			31		

Total Credits 105

Date:

Math - CC = 25

Independent Study = 30

Date: _____ _____
Authorized Signature

DATE: _____ _____
Authorized Signature
Classroom Teacher

IX. Tracking Sheets

Students are evaluated by charting their progress on Tracking Sheets. The tracking sheets are filled out as often as possible--ideally, once a week. Information from the monitoring sheet is used to fill out the graph at the top of the Tracking Sheet.

The span of time being evaluated is placed at the left.

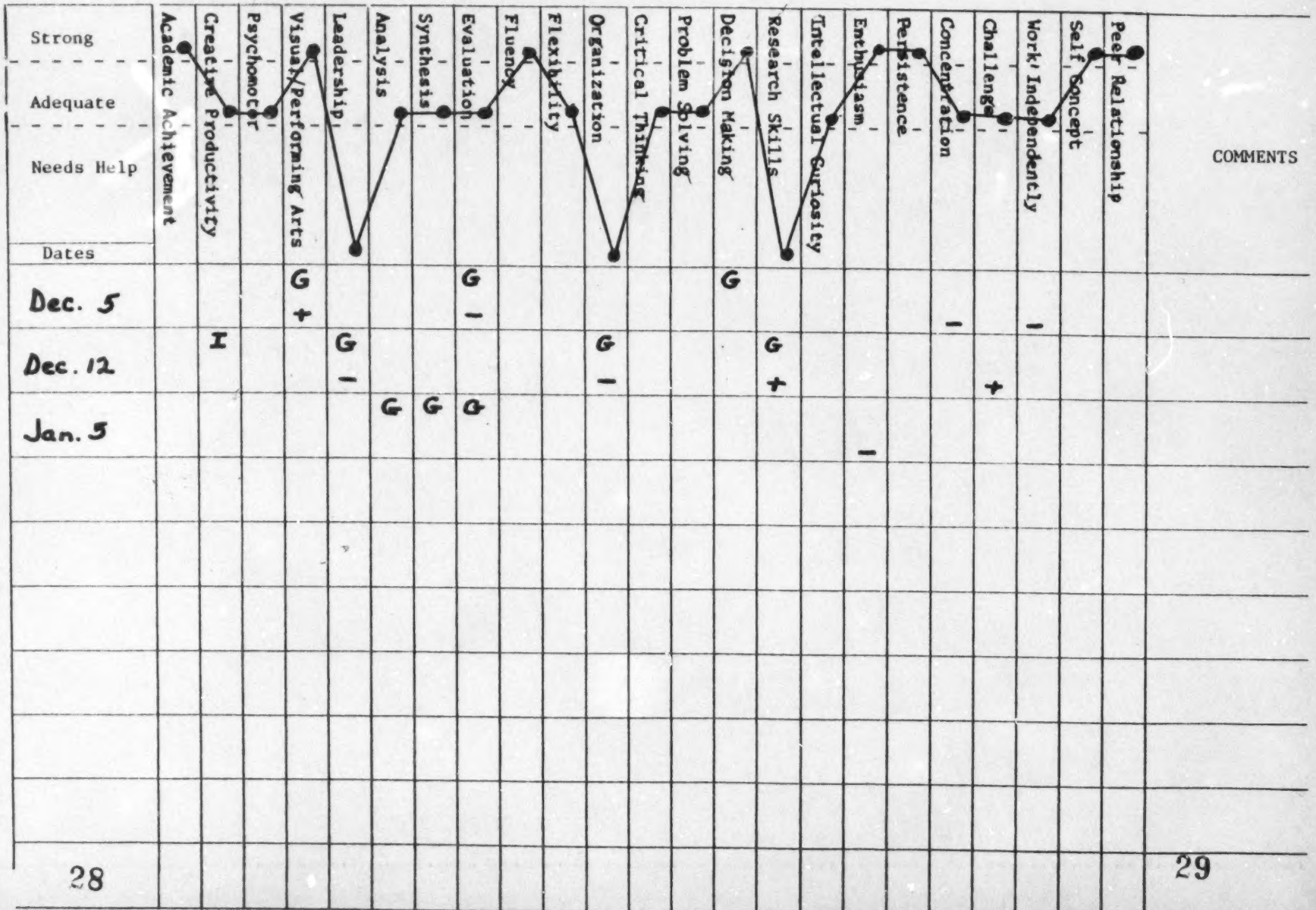
The G/T specialist determines which areas of G/T or skills were offered to the student. Those activities that were presented in group situations have "G" placed in the corresponding box; an "I" represents independent study, and a "C" represents classroom curriculum extension. If the student displayed either growth or extraordinary performance, a "+" is also added to the box. If the student's performance was below average, a "-" is placed in the corresponding box.

The boxes for evaluating behaviors are marked with + or - if there is a marked change in their attitudes or if there is extraordinary behavior that needs to be noted.

The comment box is to be used to mark any additional notes about the students or listing the activities in which the student participated.

TRACKING SHEET - SAMPLE

Student _____ School _____ Teacher _____ Grade _____



28

29

22

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TRACKING SHEET

Student _____ School _____ Teacher _____ Grade _____

	COMMENTS
Peer Relationship	Has a good relationship with peers.
Self Concept	Seems to understand and accept self; able to view self in terms of both limitations and abilities.
Work Independently	Requires a minimum of adult direction and attention; possess research skills to facilitate independent work.
Challenge	Enjoys the challenge of difficult problems, assignments, issues and materials.
Concentration	Has the ability to concentrate; is not easily distracted.
Persistence	Has the ability and desire to follow through on work.
Enthusiasm	Enters into most activities with eagerness and whole-hearted participation.
Intellectual Curiosity	Often pursues interests just for the sake of understanding or to satisfy curiosity; wants to know how and why.
Research Skills	The ability to know where and how to find information.
Decision Making	Ability to make important or semi-important decisions, based on established criteria.
Problem Solving	The ability to solve problems based on following a logical approach rather than on a trial-and-error basis.
Critical Thinking	The ability to correctly assess statements.
Organization	The ability to get everything you need to get done with the least amount of time and effort.
Flexibility	The ability to take different approaches to generate a variety of kinds of ideas; the ability to shift categories.
Fluency	The ability to generate a quantity of relevant responses.
Evaluation	The ability to make value judgments based on established criteria.
Synthesis	The ability to combine previously unrelated parts to invent a new product.
Analysis	The ability to separate a complex whole into its constituent elements.
Leadership	Ability to exert influence on others under varied environmental situations.
Visual/Performing Arts	Originates, performs, produces, or responds at extraordinarily high levels in the arts.
Achievement in _____	Specific achievement.
Creative Productivity	Has extraordinary ability to engage in resourceful, productive and sometimes non-traditional behavior and thinking.
Academic Achievement	Consistently produces advanced ideas and products and/or attains exceptionally high scores on achievement tests.
Strong / Adequate / Needs Help / Dates	

X. End of Month

The G/T specialist collects the time cards, monitors them for the correct number of credits, and files them in the individual student files. She evaluates student growth or lack of growth.

Next month's activities are started.

Back to step III.